

EXPLORING THE STUDENT’S MOTIVATION IN THE *EFL* CLASS

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INTRODUCTION

Despite a long tradition of research on human motivation and the myriad contributions which have been made to it from various perspectives over the course of several centuries, it was only thirty years ago that this concept began to be systematically investigated from psychological and educational viewpoints. Nevertheless, it is still a complex area to approach/tackle. (cf. Brown, 1987 and Burstall, 1975).

The term motivation is usually defined by psychologists as the set of processes which involve the arousal, direction, and sustaining of behaviour (conduct). It is employed to indicate, for instance, a subject’s persistence and his/her pervasive work on certain tasks and not on other activities.

When we employ the term “motivation”, we should be aware of its limitations and problems (cf. Madrid, 1999):

1. We cannot directly observe a person’s motivation; all we can observe is that person’s behaviour and the environment in which (s)he acts. Motivation is something inside the individual, and it acts reciprocally with the environment. In general, we consider that it stimulates, directs, and sustains behaviour.
2. We often seek to explain why individuals behave in a specific manner, although in fact, we can only describe their behaviour when they act reciprocally with their environment. After all, we can only describe individuals’ behaviour with the help of certain instruments of control: direct observation, questionnaires, interviews, reactions to certain stimuli, etc.
3. It is also worth remembering that motivation is merely one more element – and not the only one – which determines behaviour. Furthermore, it is above all a question of degree, hence the fact that we often speak of “degrees of motivation”. Motivation involves several processes. In order to obtain a deeper insight into the underlying processes by means of which children begin to learn in class, pay attention to certain activities more than to others, and are persistent despite distractions, we must carry out an extensive overview of theory and research.

4. By manipulating and controlling the students' motivation in the classroom, the teacher is helping to shape the child's personality. The teacher's behaviour as well as his / her way of organising the class cause changes in the student's motivation (cf. also Alonso Tapia and Caturra Fitos, 1996).
5. The study of motivation begins and ends with the study of behaviour. Historically, the study of motivation has been associated with internal processes such as needs, intentions, or objectives. The apparent choice among a series of possibilities of action is an initial indicator of motivation:
 - We can deduce that an individual is motivated in a certain way when (s)he pays attention to something to the detriment of something else. Motivational deductions are suggested by the individual's choices between different alternatives of behaviour. *Choice* is the designation or attribution of preference of alternatives which suggest motivational deductions.
 - Two further instances of strong behaviour are the *return* to a previously initiated activity when there is no apparent external coercion and *perseverance*. Observers deduce the existence of a greater or lesser degree of motivation when an individual focuses his/ her attention on the same activity for a longer or shorter span of time. In the classroom, it is the student's tendency to persevere with an activity without getting distracted which leads us to deduce that (s)he is highly motivated. Many authors have termed this model "continuous" or intrinsic motivation.
 - Another instance of behaviour which suggests differences in the degree of motivation is variation in performance. Although the level of attainment is not a pure measure of motivation, it does seem to be the product of a variety of factors, including a combination of motivational models. In other words, it may well be that choice, persistence, and continuous motivation are reflected in the level of performance.

1. WHAT IS MOTIVATION?

Different theories have attempted to define and explain the construct of motivation from diverse points of view. Some approximations share various principles, but others differ partly or wholly in their postulates. However, they all coincide in their striving to explain the motivations of human beings when they think and behave in particular ways.

These different theories can be grouped into three main categories. In first place, we should mention Freud's psychoanalytic theory and Hull's drive theory, both of which consider that stress reduction exerts a considerable influence on behaviour.

A second group of theories established by Weiner (1989) includes Lewin's field theory, Atkinson's achievement theory, and Rotter's social learning theory. According to the three of them, behaviour is dependent on the individual's expectations of attaining success, as well as on his / her incentives to reach the goal.

The third and final group comprises the theories of attribution and humanistic psychology. Although these differ on considerable counts, they both maintain that human

beings struggle to understand themselves and their surroundings and that growth processes are an integral part of human motivation (see the chapter by Elena García).

2. MOTIVATION AND FOREIGN LANGUAGE LEARNING

The study of motivation in connection with FL learning in formal classroom contexts compels us to focus on the topic in a more restricted manner, taking into account the main factors in the teaching-learning process of the FL/L2, namely, the students, the teacher, the curriculum, and the teaching-learning processes which develop when implementing it.

2.1 Motivation in L2 Acquisition Theories

Several theories of L2 acquisition have acknowledged the importance of motivation.

The first of them is Krashen's **Monitor Theory** (1981, 1982, 1985; Dulay, Burt, and Krashen, 1982), which includes the Affective Filter Hypothesis, based on the significance of emotional factors and motivation as key elements which control language acquisition processes (Dulay, Burt, and Krashen, 1982: 4): "When a student is exposed to a new language, the first internal hurdles are posed by the individual's emotional state and motivations ... filtering sources are the individual anxiety levels, peer identification, and general motivation to learn a language. Together, they make up what we have called the "Affective filter" or simply "Filter". The Filter acts to control entry to further mental processing".

Secondly, Carroll's **conscious reinforcement** model (1981) uses *reinforcement* as an efficient motivating resource which facilitates learning through successive habit formation: "... reinforcement involves an increment to an individual's perception of the appropriateness of the behaviour to a specific context" (Gardner, 1985: 128).

Reinforcement has two consequences: on the one hand, it increases the probability that the response be repeated in similar situations and become habitual, and, on the other, it provides information on the suitability of the responses in the situations in which they are used.

In third place, in Bialystok's (1978) model on the role of **strategies** in second language learning, motivation once again has a key role in the transformation of explicit linguistic knowledge into more intuitive, spontaneous, and automatic implicit linguistic knowledge. Such a transformation is intensified in motivated subjects, as they seek out more communicative situations in which to participate.

In turn, Schumann's (1978a, 1978b) **acculturation** theory considers that social and affective factors, such as the degree of assimilation of the foreign culture, personality, and motivation, affect the level of competence in the L2. Amongst the most relevant social factors, Schumann cites motivation, defined as "the reasons the learner has to try to learn the L2" (p. 32).

Two further models – Lambert's (1974) **psycho-social** one and Clément's (1980) **social context** one – include motivation as a central factor in L2 learning. The extent to which the L2 is learnt is held to depend on the subjects' anthropological inclinations, on

their attitudes towards the foreign community and towards L2 learning, and on their degree of motivation. Clément even goes as far as to claim that motivation determines the level of competence achieved by the subjects.

3. COMPONENTS OF THE CONSTRUCT OF “MOTIVATION”

Like Clément and Lambert, Gardner awards great importance to the subjects' orientation or integral motivation. His socio-educational model seeks to interrelate four aspects of L2 learning: 1) the social and cultural milieu in which the learner grows up; 2) individual learner differences such as a) intelligence b) language aptitude c) motivation and d) anxiety; 3) formal or informal learning contexts; and 4) final learning outcomes. In short, the socio-educational model is made up of (1985: 146 – 149):

- 1) *Cultural beliefs*. Gardner posits that L2 learning takes place in specific cultural contexts. The subjects' beliefs as regards the relevance of L2 learning, together with their attitude towards the community of L2 speakers exerts an important influence on those subjects' IDs and on the results they obtain.
- 2) *Individual learner differences*. Gardner highlights the direct influence of four personal features on final performance in the L2. These differences are determined by the degree of:
 - a) *Intelligence*, which establishes the efficiency and rapidity with which subjects perform tasks in class.
 - b) *Language aptitude*. It includes several verbal and cognitive capacities which facilitate learning, such as the capacity for phonetic codification, grammatical sensitivity, memorisation of linguistic elements, inductive capacity, verbal intelligence, auditory capacity, etc.
 - c) *Motivation*, which involves the subjects' degree of commitment to L2 acquisition. It integrates three basic components:
 - *Desire* to learn
 - *Effort* towards a goal (L2 learning)
 - Greater or lesser *satisfaction* in learning (affective component)
- 3) *Learning contexts*:
 - *Formal*: when L2 learning takes place in the classroom
 - *Informal*: it occurs in more spontaneous and natural situations where there is no formal instruction.
- 4) *Outcomes*:
 - *Linguistic*: they refer to linguistic competence: knowledge of grammar, vocabulary, pronunciation, etc.
 - *Non-linguistic competence*: this involves the affective component, that is, the subjects' attitudes and values.

In an educational context, Skehan distinguishes four main sources of motivation (1989: 49 – 50):

- 1) Learning and teaching *activities*, which are related to the student's intrinsic motivation. In this case, the student's interest to learn would generate motivation, due to the types of tasks (s)he is offered, as such tasks can generate a greater or lesser degree of motivation.
- 2) Learning *outcomes*. The learners' successes or failures are the basis of what is termed resultative motivation (cf. Ellis, 1994: 514 – 515). Good results act as a reward and reinforce or increase motivation, whereas failure diminishes the students' expectations, sense of efficiency, and global motivation. In this sense, motivation is a consequence – and not a cause – of the learning outcomes.
- 3) *Internal motivation*. This dimension is closely related to the first point in that extrinsic motivation is present in both cases. The difference lies in the origin of that motivation: whereas in the first case it was to be found in attractive tasks, in this instance, the learner already has a certain degree of motivation upon arriving in class, developed due to the influence of other motivating agents (e. g. importance of languages in present-day society, parental influence, etc.).
- 4) *Extrinsic motivation*. Finally, Skehan highlights the influence of external incentives (such as rewards or punishment) on the learners' behaviour.
- 5)

The afore-mentioned four sources of motivation are presented in the following table (Skehan, 1989: 50):

	Learning contexts	Learning outcomes
Outside individuals (extrinsic motivation)	- Materials - Teaching/learning tasks	- Rewards - Success and failure
Inside individuals (intrinsic motivation)	- Success and failure throughout the process	- Goals

Crookes and Schmidt (1985/1991) hold a perspective which is less centered upon social factors and more focused on the classroom. The model they suggest relates motivation with L2 learning on four levels (1991: 483-496):

- 1) *Microlevel*. At this level, the relationship between attention and motivation is especially noteworthy. The former is a necessary condition for L2 learning to take place. In turn, attention is closely tied to interest and to the subject's disposition, goals, intentions, and expectations (cf. also García Sánchez, 1999).
- 2) *Classroom level*. The events which take place in the classroom are likely to increase, maintain, or decrease the students' motivation. Classroom tasks, the methodology followed, the type of interaction between teacher and students, possible anxiety states, and many other factors, all have an important bearing on the learners' motivation. Crookes and Schmidt also establish a relationship

between classroom dynamics and the students' needs for "affiliation". With the generalised use of communicative methodologies, learning is increasingly viewed as a collaborative enterprise, and group work is more frequently employed, thereby satisfying the students' needs of socialisation. The effects of the students' perceptions and their expectations should be placed at this level.

- 3) *Curricular level*. With the advent of the communicative approach, it has become essential to explore the learners' needs as a step prior to curricular planning and implementation. As Munby (1978) has shown, a programme whose objectives and contents match the students' needs and interests is highly motivating.
- 4) *Long-term learning outside the classroom*. This level comprises those learning contexts which are outside the classroom. Certain studies have revealed that motivated L2 learners seek out opportunities in which to practice the language outside the classroom, such as informal situations with natives or other contexts.

Bearing these four levels in mind, Crookes and Schmidt propose extending the construct of motivation to 1) facilitate an adequate description, b) include conceptual, analytic, and methodological aspects in relation to L2 learning, and c) lead to generalisations based on intervention and comparison of motivational situations (1991: 497-498).

Among other models which attempt to explain motivation in an educational context, Dörnyei's (1990 and 1994) is worthy of mention. In this model, the components of motivation are organised in three levels which are somehow related to L2 learning processes (1994: 280):

- 1) *Linguistic level*. At this level, we find the reasons why the students are interested in the L2 and why study it and make an effort to learn it. Here, we should mention two subsystems:
 - the subsystem of integrative motivation,
 - the subsystem of instrumental motivation.
- 2) *Level related to the learner*. It includes the learners' needs and beliefs, such as:
 - need achievement
 - self-confidence and security: anxiety, self-esteem, causal attributions, self-efficiency, etc.
- 3) *Level related to the learning situation*. Several factors are operative at this level:
 - Motivating potential of the subject: interest, relevance, expectations, and satisfaction.
 - Motivating potential of the teacher: personality, behaviour, teaching styles, ...
 - Group-related motivational factors: group cohesiveness, class structure, ..

Lorenzo Bergillos (1997: 61-81) offers yet another model for the study of motivation. It integrates three phases in the motivational processes at work in school:

- 1) *The preaction phase*, which includes basic psychological needs, the internalisation of learning objectives, and the formation of expectations in the classroom environment.
- 2) *The action phase*, where motivation is fully realised. At this stage, the individuals' motivated behaviour displays the following properties:
 - a) *Self-regulation of behaviour*: the motivational processes activate several specific behaviours: perseverance and constancy towards the goal, self-regulation, and control of processes, etc.
 - *Behavioural vigour* towards the objectives which the subjects seek to attain
 - Constant and persistent *behavioural direction* towards the goal
 - *Behavioural reinforcement* and risk-taking in the progress towards the goal.
 - *Weakening of behaviour*, if there are partial failures, unpleasant stimulations, or standstills.
 - b) *Learning self-regulation*. At this point, motivation acts as a guide for strategies and merges with cognitive processes.
- 3) *The postaction phase*. Rewards are operative in this phase, provided that the initial objectives have been achieved. If there have been positive experiences, gratifying feelings are generated, exerting a beneficial influence on the preaction phase. On the contrary, if the experience has been unsatisfactory, frustration and despair occur, deteriorating the initial motivational states.

4. RESEARCH ON MOTIVATIONAL FACTORS IN FL AND L2 CONTEXTS

It is perhaps Gardner and his associates who have devoted the greatest attention to the topic of motivation (e. g. Gardner and Lambert, 1972; Gardner, 1985; Tremblay and Gardner, 1995) and who provide the most notable amount of information as regards the interaction of the multiple variables which incide on the process of motivation. Departing from the afore-mentioned model, Gardner has demonstrated the connection between certain variables which interact daily in the language classroom (Gardner, 1985: 157-160). For instance, between:

- Motivation and attitude towards L2 learning (French) (.93)
- Motivation and desire to learn the L2 (.92)
- Motivation and performance (.52)
- Performance and L2 vocabulary knowledge (.88)
- Integrative orientation (motivation) and interest towards the corresponding L2 (.91)
- Importance of the subjects' objectives and of the students' awareness of those objectives (.90)
- Attitudes towards the learning situations and evaluation of the subject (1)
- Performance and grades obtained in the L2 (.89)
- Teacher's performance and students' anxiety (.94)
- Teacher's performance and students' level of competence (.83)

In a more recent study, Temblay and Gardner have demonstrated the following hypotheses (1995: 50) as regards French as a Second Language (1995: 50):

- The student's degree of motivation has a direct bearing on his/her performance.
- The student's motivational antecedents, termed "relevance of the goal", "valency", or "desire to attain the goal", and "awareness of self-efficiency" exert a direct influence on his/her degree of motivation.
- The student's "adaptive" attribution clearly affects his/her "self-efficiency."
- The attitudes towards the L2 have a distinct impact on the previous motivational antecedents.
- L2 mastery (French) has a direct effect on "adaptive" attributions.

A series of factors converge in the educational context; some of them are external factors originating from the social and familiar milieu, while others emerge from the microsystem of the school and the classroom, where teachers and students interact through the implementation of the L2 curriculum.

As certain studies have revealed (Ashton, 1985; Skinner and Belmont, 1993; Lorenzo Bergillos, 1997; García Sánchez, 1999; Uribe, 1999), the classroom as microsystem can modify the students' motivation. DeCharms' research (1976) is in line with this idea. Indeed, this author varied classroom methodologies in order to manipulate the students' motivation, and found that they resulted in important changes in the learners' autonomy and self-regulation.

Further studies have looked into partial aspects of motivation, considering the latter as either a dependent or an independent variable with respect to the learners' performance. To cite an example, Smith and Massey (1987) have studied the stability of students' attitudes towards the L2 and the existing relationship between the students' attitudes and their behaviour in class. The results show that schools in residential areas display a greater variability than those located in rural and urban ones. As regards the relationship between students' attitudes and their behaviour in class, significant differences were only found in the results of three tests.

Svanes (1984) studied the relationship between students' motivation and cultural distance from the L2 community and concluded that European and American learners had a more integrative motivation than Middle Eastern, African, or Asian ones, who manifested a more instrumental motivation. He equally obtained a low correlation between integrative motivation and students' grades. In his multiple regression analysis, he found little relation between motivational variables and variance in academic performance.

However, Lukmani's (1972) investigation revealed that the secondary students in the sample had a strong instrumental motivation and that this had a strong correlation with their performance in the English as a Second Language class. These were the instrumental reasons adduced by the students, in order of importance (1972: 271):

- 1) Get a better job
- 2) Continue my university studies
- 3) Travel abroad
- 4) Acquire new ideas and open up new horizons
- 5) Become adapted to new times

- 6) Carry out advanced reading in my field of study
- 7) Have access to international books and maps
- 8) Be in touch with the main opinion leaders in the world

Strong's (1982) results further corroborated the lack of correlation between integrative motivation and level of L2 competence, furthermore revealing that integrative motivation might be the consequence or result – and not the cause – of L2 progress. Strong reached this conclusion after remarking that higher level students evinced stronger instrumental motivation than beginners, something which might induce us to believe that integrative orientation is resultative and not causative: "... the advanced children showed significantly more integrative orientation to the target language group than the beginners, lending support to the notion that integrative attitudes follow second language acquisition skills rather than promoting them" (1982: 1).

Let us at this point turn to the studies which have been carried out in the Spanish educational context. Various investigations have been aimed at revealing the opinions and beliefs which Spanish students and teachers have in relation to motivational factors and their incidence in the classroom. Let us examine several of them.

Prada Creo (1992) has studied the incidence of motivation and attitude towards L2 learning on the learning process with 270 secondary school students (BUP and COU) in the province of Orense, with the following results:

- The students showed a positive global attitude.
- What most motivates or demotivates them is the type of teaching they receive.
- Attitudes and motivational intensity have a direct bearing on performance.
- In all cases, the girls' attitudes and motivation were considerably more positive than those of the boys.
- The urban-rural variable did not yield significant differences.

In the University of Zaragoza, Otal *et al.* (1992) analysed the types of motivation and English learning strategies of a thousand BUP and COU (Sixth Form) students, with the following outcomes (1990:548-556):

- Secondary school students are interested in English.
- Interest in culture and international communication gradually decreases until it reaches its lowest point in COU. As the student progresses in his / her studies, his / her interest in the Anglosaxon world is replaced by an interest in a more abstract international world, not linked to a specific culture.
- There seems to be a preference for more traditional methods and for some of their characteristic techniques, such as grammatical rules and pronunciation exercises. Group work is mentioned last.
- The majority of the students feel encouraged and motivated by the teacher (71.6%). Such an enthusiasm, however, seems to diminish in subsequent grades until it reaches a 64.6% in COU.
- English ranks second (after Mathematics) in the students' curricular choices.
- It is valued in the family environment.

- They appreciate English for its instrumental value (80%) and consider that learning it adequately might help them to obtain a better job.
- They respect the figure of the teacher (69%).
- They acknowledge lack of study and effort on their part.

Uribe (1995) and Rubio Gómez (1997) have obtained similar results after applying the same questionnaires. In his study, Uribe concludes that:

- The degree of motivation is higher in girls than in boys.
- Extrinsic motivation is ranked considerably more poorly than other types of motivation.
- The importance of languages in present-day society in order to find a job and to travel abroad are the most influential sources of motivation.
- On the other hand, the least relevant motive for learning a foreign language is the desire to become integrated and live in British / American society.
- The teacher's physical qualities are the least motivating for the student.
- The teacher's didactic qualities are considered the most relevant.
- As regards the influence of environmental factors on the students' motivation, pop music seems to be most substantial for the students. It appears to be the most powerful external factor for the female students, and one of the most weighty for the male learners.
- The girls scored on the questionnaires more positively than the boys.
- Their motivation seems to be stronger, but both sexes have the same level of performance.

The research carried out by Rubio Gómez (1997) also / similarly concludes that the dominant factors in the students' motivation are a) the importance of languages in present-day society and b) classroom tasks. On the contrary, parental influence and integrative motivation are much weaker.

Lorenzo Bergillos (1997) has analysed the evolution of motivation in an EFL educational context with students from 2º, 3º de BUP, and COU (Sixth Form) throughout the school year, reaching the following conclusions (1997:406-410):

- 15, 16, and 17-year-old Secondary Education students exhibit a stronger instrumental motivation. In both instrumental and integrative cases, motivation is stronger in abstract and hypothetical scenarios than in real L2 contexts.
- The degree of situational motivation in the L2 (intensity of motivation, effort, and appreciation of the goal) is very strong.
- Students also appeared to be highly motivated by activities, although there was a certain rejection of writing, reading, and morphosyntactic exercises, probably due to their tedious nature.
- The learners acknowledged the contribution of certain methodological elements, but claimed to be demotivated when they were inadequately adapted to their needs and interests.

- The continued use of the L2 as a medium of instruction proved to be an extraordinarily important source of motivation, even for students with lower academic levels.
- Group work and cooperative learning were greatly valued for their motivating power and their utility in facilitating L2 learning in a relaxed climate.
- The system of evaluation caused very variable reactions. Half the students did not find it “optimally challenging”.
- The post-test applied did not detect significant changes in the global motivation throughout the school year.
- With time, there was a decrease in personal effort and intrinsic motivation. Extrinsic motives were essential in sustaining motivation as the school year progressed (e.g. grades).

Navarro Biescas (1998) has been yet another author who has studied motivation in secondary students of 1º, 2º, and 3º de BUP studying English. Among his conclusions, we foreground the following (1998: 418-426):

- The students have a natural predisposition to participate in classroom tasks; if they remain passive, their motivation decreases.
- Excessively long and unvarying activities are demotivating.
- Explaining the types of activities which will be done in class and the objectives which we seek to attain also generates motivation.
- The students’ perceptions of the good language teacher’s personal qualities are sometimes contradictory, but most learners coincide in emphasising the clarity of explanations as one of the most important traits.
- Not understanding or following the class figures as one of the most distinct indices of demotivation. It gives rise to feelings of incompetence and causes students to give up the subject (drop-outs).
- The teacher’s two most outstanding personal features were considered to be kindness and understanding.
- The students’ global motivation is less susceptible to change than situational motivation.
- The teacher exerts a notable influence on the students’ attitude towards the L2.
- Grades appear to be the most powerful external motivating factor which justifies the students’ effort.
- The gender variable did not yield significant differences in this study, as opposed to Prada Creo’s (1990) work, which detected slight divergences between boys and girls in the following aspects:
 - Greater acknowledgement, on the part of the boys, of their lack of effort.
 - The girls ascribed their poor performance to their previous lack of preparation.

García Sánchez (1999) has studied English teachers’ beliefs about motivation and their performance in the English classroom and has concluded that:

- There are considerable differences in the teachers’ self-perception of their motivating action in the English class.

- There seems to be a correspondence between the teachers' beliefs and their performance in class; between what they think about motivation and what they do in order to motivate the students.
- The teachers' and students' perceptions about motivation in the English class do not coincide. Indeed, there was no concordance between what the teacher considered to be the level of motivation in class and what the students actually thought.
- Younger teachers took greater care to motivate students and also evinced more self-perception of their motivating performance.
- The factors which the teachers considered to be the most limiting for the level of motivation in class were:
 - The high number of students in class
 - The conflict derived from the social problems of the centre.
 - The irregular socio-professional behaviour of colleagues in the seminar
 - The introduction of the Reform, which has been largely rejected
 - Lack of time for task development

Uribe (2000) has studied the relationship between the students' attitudes and their performance in the English class. He aimed to determine whether the students' attitudes in the language classroom depend on a set of contextual variables which significantly affect performance. In order to control such variables, he employed open and closed questionnaires, together with recorded personal interviews between teacher and students. He worked with a sample of 177 students in Spain and 110 in the U.S. (a total of 287). He reached the following conclusions as a result of his investigation:

- Nine types of attitudes were found to be common to all the subjects in the survey: the teacher's performance and attitudes towards the English subject, the teacher's behaviour, classmates, learning in general, classroom materials and activities, life, and the classroom. These general categories can be encompassed within three groups, according to their importance. In an initial grouping which can be considered the most relevant, we can locate classroom activities, together with the teacher's performance and behaviour. In second place, and with considerably less significance, we can place classroom materials, the English subject, and classmates. And, finally, with a very low frequency of occurrence, we should mention the classroom, learning in general, and life outside school.
- The analysis of the students' responses enabled the author to ascertain the existence of four types of pupils in the English classes under scrutiny:
 1. Strongly motivated
 2. Motivated
 3. Weakly motivated
 4. Not motivated at all
- The first group holds a positive opinion of the language teacher; they like languages in themselves and do not value them as mere instruments to achieve an end; they prefer oral exercises; they consider the textbook slightly infantile; they participate extensively in class; and their average grade is notably high.

- The second group also holds a positive view of the teacher; recognises the utility of English in present-day society; considers the textbook normal; participates in class occasionally; and has a good average grade.
- In turn, the third group has a neutral opinion of the teacher. They are neither bored nor enthusiastic about English; they prefer to do written exercises in groups; they consider the class to be fast-moving; they participate very little; and their average grade is a bare pass.
- Finally, the fourth group has a negative opinion of the language teacher. They consider English boring; they favour doing written activities in pairs or groups; they label the textbook confusing; the class is too fast-moving for them; they never participate; and they have a very low average grade.
- On the whole, the students in the sample show very positive attitudes towards the study of English. This is particularly the case of the Hispanic-American group, something which reflects that when contact with the target culture and integrative motivation exist, very beneficial attitudes are generated.
- The general trend of differences between both sexes is also maintained in this study, with the girls once again displaying more favourable attitudes than boys towards the study of English.
- Age of initiation to English proved to be a very significant variable. The sooner the students begin to study the language, the more favourable the attitudes they hold towards it.

Uribe concludes his study by affirming that it is the variable of motivation that has a truly strong link with second language acquisition. Indeed, motivated individuals showed very positive attitudes towards L2 study and obtained much better average grades in English.

5. OUR MODEL FOR INVESTIGATING MOTIVATIONAL FACTORS IN THE LANGUAGE CLASSROOM

Several studies have been based on the assumption that the individuals' opinions and beliefs influence their motivational states (cf. Madrid and Alcalde 1989; Madrid, Ortega et al. 1993; Madrid et al. 1994; Madrid 1996; Manzaneda and Madrid 1997; Lorenzo Bergillos 1997; Navarro Biescas 1998; García Sánchez 1999; Uribe 1999). Along with Kelly (1967) and Weiner (1989), we are of the opinion that exploring the teacher's and students' system of beliefs on motivation can provide us with essential clues to understanding their motivational states. Thus, in order to obtain a deeper insight into the students' reflections on their motivational processes, we have elaborated the model in fig.1, where the concept of motivation we start from is illustrated. We define such a concept as follows:

Motivation is an *internal state* of the individual influenced by certain *needs* and/or *beliefs* which generate favourable *attitudes* and *interests* towards a *goal*, as well as a *desire* which moves him/her to attain it with dedication and continued *effort* because (s)he likes it and feels satisfied each time (s)he obtains positive results.

This definition attempts to integrate 3 phases of the motivational process: initial or pre-actional motivation (previous to action); actional motivation (which exerts its influence on the teaching-learning process), and final or post-actional motivation (which reflects the individuals' emotional reaction when they have attained the goal more or less successfully).

- a) *Pre-action* or *initial* motivation reflects the subject's mental state when (s)he is affected by possible personal needs (whether biological, psycho-social, or of any other type), and by his / her previous experiences, beliefs, opinions, and perceptions. These personal factors generate certain attitudes and interests towards the goal, which are stronger or weaker depending on the significance of the objectives which the individual seeks to attain in order to fulfil his / her needs.
- b) *Action* motivation depends on initial motivation and exerts its influence on the teaching-learning processes. At this stage, the motivational states undergo the greatest changes, increasing, sustaining themselves, or diminishing, depending on the types of teaching-learning processes which the individuals experience. If they are favourable, dedication, effort, constancy, and persistence in attaining the goal will either be increased or maintained. On the contrary, if they are negative and the subject does not feel satisfied because (s)he has not achieved the desired-for objectives, his / her interest and effort may disappear and (s)he may give up the task, entering the third phase of the cycle.
- c) *Post-action* motivation is to be found precisely in this third stage. It is present when the subject has accomplished the goal to a greater or lesser extent. An emotional reaction – positive, indifferent, or negative – is originated at this point, satisfying or frustrating initial needs, beliefs, and feelings, and, consequently, increasing, maintaining, or diminishing motivation.

These three motivational processes can also be analysed in terms of *presage*, *process*, and *product* variables (cf. Dunkin and Biddle, 1974). The components or variables in the first box of fig. 1 (needs, beliefs, opinions, capacities,...) function as presage variables (cf. also Stern, 1984) which condition process ones (attention, interest, constancy). Product variables (emotional reaction) result from the interaction of the previous two types of variables.

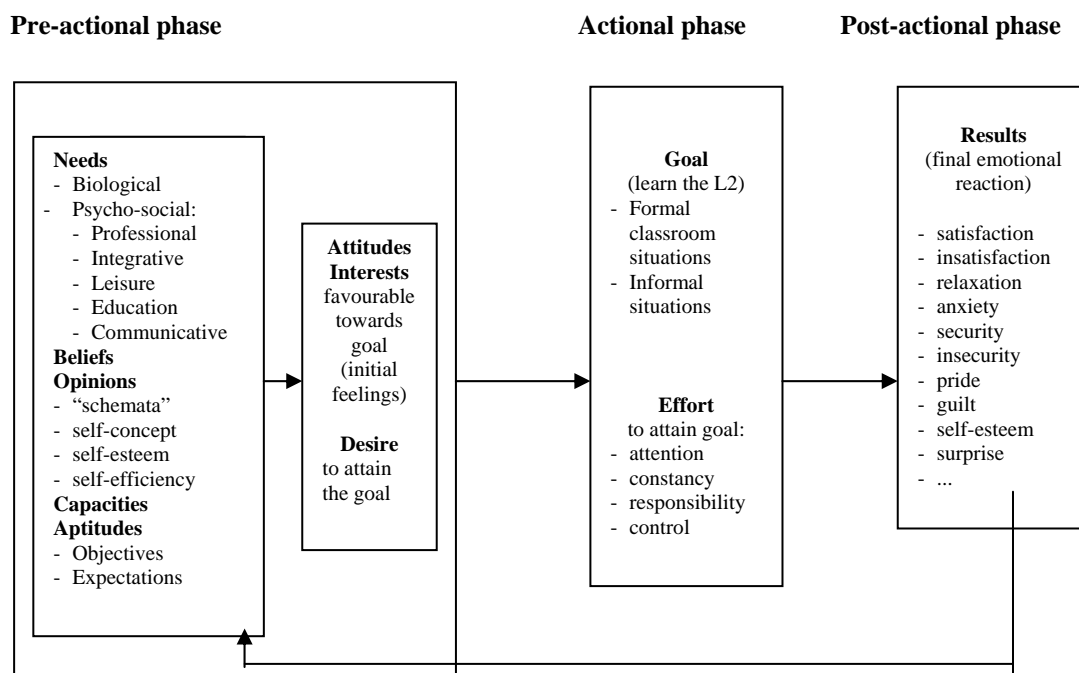


Fig. 1: Model for the analysis of motivational processes

Thus, the diverse components which we have included within the definition of motivation are represented in fig. 1. Motivational states are the result of the sequential and cyclical interaction of all those factors. Hence, as we can see, motivation is a pluricomponential construct, as other authors have pointed out:

Motivation ... refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language (Gardner, 1985:10).

[Motivation is] a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals) (William and Burden, 1997:120).

Weiner is yet another figure who has highlighted the diversity of the phenomena which shape individuals' motivation. Therefore, a general theory of motivational processes should include many concepts:

Psychology cannot try to explain everything with a single contract ... A variety of constructs has to be used (Lewin, 1935, in Weiner, 1989:444).

5.1. Description of our Model

Let us at this point describe in greater detail the components of our definition which we have represented in fig. 1:

1. Motivation is an internal state

Indeed, motivation is a state which might have its origin in extrinsic factors, but once the individual has valued the stimulus positively, (s)he develops favourable attitudes towards the goal as well as a desire to attain it. Both attitudes and desire are internal operations.

2. Motivation and human needs

Our behaviour is motivated by certain needs, which may be biological (such as the primary needs of hunger, thirst, sex, etc.) or, particularly in the field of foreign language, psycho-social (instrumental, integrative, recreational, educational, formative, communicative, etc.).

Several other theories have explained human motivation by taking needs into account. Such is the case of Hull's drive theory (1951), which explains motivation as the tension towards homeostasis. This theory equally upholds the idea that behaviour is determined by drive and habit formation, through the repetition of the sequence *stimulus (incentive) + response + habit (direction) + effort*.

Maslow (1954) has also considered the role played by needs in motivation as essential. In his hierarchy of needs theory, motivation is the force which propels us onward and upward in a pyramid of needs, progressing from the satisfaction of purely physical needs up through safety and communal needs, to needs of esteem, and finally to "self-actualisation."

Nevertheless, it is evident that behaviour is not solely motivated by primary instincts and needs. Cognitive psychology has stressed the importance of internal thought processes, of beliefs, and of mental representations in determining how and why individuals behave in a certain way. In fact, we believe that the greatest part of the needs generated in the field of foreign languages are *psychosocial* in nature, due to the sociolinguistic dimension of language. Hence, we can expect motivation to be generated in order to satisfy particularly communicative needs, and to depend on the subject's internal thoughts and cognitive processes.

3. Beliefs, opinions, and values

From the cognitive point of view, individuals' beliefs and opinions about the relevance of the goal influence their initial motivation. An individual's orientation towards the goal can be determined by studying the personal reasons or motives due to which foreign languages are studied. This is the construct which Gardner (1985: 54) terms *orientation*: "*Orientation refers to a class of reasons for learning a second language.*" In our case, the individual's goal or end is foreign language learning. This movement towards the goal is motivated by a series of needs and beliefs which influence

each individual's orientation. Gardner (1985) subdivides orientation into two general categories, namely, *instrumental orientation* (to benefit from greater and better employment opportunities, promotion, social recognition, etc.) and *integrative orientation* (to understand the foreign community better and to become integrated in it). In addition to these types of orientation, we have included further distinctions in our classification:

- a) *professional motives*: in order to progress in the world of work;
- b) *integrative orientation*: to make way in the foreign community;
- c) *recreational motives*: to travel abroad and understand people, TV programmes, and the cinema in the L2, etc.;
- d) *communicative orientation*: to establish connections with visiting foreigners; to understand messages in the L2; etc.
- e) *formative and educational reasons*: to ameliorate the individual's education.

4. Desire, interest, and effort to attain the goal

The motivated individual exhibits a desire and interest towards foreign language learning, both accompanied by an effort. The desire to achieve the goal (achievement motivation) acts as a propelling force and incites on the individual's work, perseverance, and power of strife. A subject motivated to learn the foreign language works, struggles, and makes an effort to do so. However, as Gardner rightly points out, *effort* is not enough if it is not accompanied by the *desire* to learn and by *favourable attitudes*:

" Effort alone does not signify motivation ... Many attributes of the individual, such as compulsiveness, desire to please a teacher, ... might produce effort ... When the desire to achieve the goal and favourable attitudes toward the goal are linked with the effort or the drive, then we have a motivated organism" (Gardner, 1985:10-11)

In this sense, the definition of motivation which we are analysing also includes certain notions of the need achievement theory (Atkinson, 1966, 1979; McClelland, 1961 and Nicholls, 1984). Motivation arises due to the need to attain set goals and objectives. If they are indeed achieved, they generate satisfaction, which, in turn, creates new motivation or reinforces already existing motivation. On the contrary, failure to accomplish goals, inhibits, diminishes, or prevents motivation due to lack of achievement. As attribution theorists have shown, the most important sources of motivation are the individuals' awareness of their effort and of their ability or capacity to execute tasks. In turn, those causes which are considered to be responsible for failure are: task difficulty, bad luck, mood, the help (or hindrance) from others. The causes of success or failure can be related to three basic criteria:

- a) Locus of the cause (internal or external)
- b) Degree of stability or constancy (stable – unstable)
- c) Degree of responsibility or control over the situation (controllable – uncontrollable)

5. Motivation and goal attainment

The goal which the motivated individual strives to achieve continuously functions as a stimulus which activates all other components. In this phase, the subject begins to obtain the objectives which (s)he had set for him/herself in the initial stage, whether in formal classroom contexts or in informal situations beyond the scope of the class. In this period, the success or failure of the individual in attaining the goal, that is, L2 learning, is conditioned by various factors:

- a) The *attention* the subject pays to classroom explanations and tasks.
- b) His/her *effort, constancy*, persistence, and dedication.
- c) The individuals' *responsibility*, commitment, and identification with the teaching-learning process.
- d) The *self-regulation* of behaviour and *learning*, degree of commitment with autonomous learning, etc.

6. Effects of results on motivation

In this last phase of the cycle, individuals will experience a greater or lesser degree of satisfaction, which will cause their motivation to increase, decrease, or stay the same. In other words, the learners' perception of their degree of achievement of the goal affects their *beliefs*, expectations, *desire* to learn, *attitudes* towards learning, and *effort* to learn.

The subjects' mood and emotional state depend on the results of their initiatives to attain the goal successfully. If the goal was indeed achieved successfully, *satisfaction* and happiness result, whereas failure produces *frustration* and disappointment (Weiner et al. 1978, 1979). In addition, certain emotions are related to specific attributes of the subject. For instance, the feeling of success, can be associated to aptitude, intelligence, academic capacity, competence, effort and constancy, all key factors in the previous two phases (pre-action and action). If success has been attained with the assistance of others, a feeling of gratitude towards them arises. On the contrary, failure is linked with the lack of the afore-mentioned traits. It should be noted that all these emotional factors positively or negatively reinforce the remaining components of the model in fig. 1: the individuals' future needs, their lacks, perceptions, expectations, self-concept, attitudes towards learning, desire to attain future goals, and degree of effort applied in doing so. In other words, there is a reciprocal influence: the students' thoughts (beliefs, opinions, values) influence his / her feelings and their emotional states also contribute to and reinforce the student's future thought, modifying it occasionally.

6. INSTRUMENTS FOR THE STUDY OF THE STUDENTS' SOURCES OF MOTIVATION

Departing from the model depicted in fig. 1, which illustrates the basic components of the motivational process (from its origin through to the attainment of the goal, including the individuals' reaction according to the results obtained), the teacher can explore the students' sources of motivation and motivational states by means of the

following questionnaires, which facilitate the study of initial, process, and final motivation (cf. Madrid, 1999):

Initial or pre-actional motivation

The questionnaires in our model enable us to:

1. Identify the intensity of those *antecedents* which *cause* the students' initial motivation.
2. Understand the main *reasons* and *motives* which move the student to study the L2 (orientation).
3. Investigate the influence of *environmental factors* on the students' degree of motivation.
4. Become acquainted with the learners' attitudes towards English speakers and their *desire to integrate* themselves in anglophone communities in the initial phase of L2 learning.

Actional motivation (in the L2 / FL classroom)

The variables controlled in these questionnaires allow us to:

5. Study the students' *degree of motivation* in the L2 classroom: interest, attention, effort, perseverance, satisfaction.
6. Establish the students' *types of motivation*: the possible cause-effect relationships between motivation and learning (or performance), learning and motivation, and the influence of extrinsic and intrinsic motivation.
7. Compare the influence which certain *sources of motivation* exert on the students' degree of motivation.
8. Study the motivating potential of the *foreign language subject* in comparison with the remaining curricular subjects in Primary and Secondary Education.
9. Analyse the motivating effect of the teaching-learning situation in the classroom (*classroom dynamics*): compliments and reproaches, task difficulty, success and failure, curricular negotiation, participation in class, etc.
10. Observe the *frequency* with which *extrinsic and intrinsic motivational factors* are used in class.
11. Comprehend the motivating potential of classroom exercises and *tasks*.
12. Examine the motivating potential of the *textbook* and of other curricular *materials*.
13. Discern the *teacher's* most and least motivating general aspects.

Post-actional or final motivation

14. Recognise the students' emotional reactions once certain periods of L2/FL instruction have concluded (quarterly, annual, biannual,...).

7. METHODOLOGY

The methodology we propose in this study is in line with descriptive models of research, and, more specifically, with causal-comparative and analytic-comparative perspectives, since its major aim is to explore those factors which are associated with the variable of motivation in the learning of English as a foreign or second language. Given the pluricomponential nature of the construct of motivation, it is necessary to carry out a multivariant analysis of a vast number of factors associated with such a construct with a

view to identifying those which exert the greatest influence on motivational processes. With this aim in mind, we advocate the application of certain questionnaires, some of which are closed and hence provide us with quantitative data using a Likert-like scale, and others of which are open, thereby following a more qualitative methodology. Such questionnaires will enable us to explore the interrelation between certain factors represented in fig. 1. The study hence presents itself as an exploration of the interaction between motivational factors and a vast set of variables which have been identified in contemporary literature as determining or activating the L2 acquisition processes.

Despite the obvious advantages of the questionnaires in identifying the subjects' opinions, beliefs, and perceptions of their personal experience in the L2 classroom, we should not overlook the problems of validity and reliability. Oller (1981) has questioned the validity and reliability of such questionnaires, based on the effect of what he terms the subjects' "desire for social approval". This factor is a serious risk for any type of questionnaire, learner's diary, or report, as it seems the individual is not sincere when providing information about his/her personal life, but rather, modifies his/her response in order to please the enquirer, to cause a good impression, or to obtain a greater degree of social sanction (Skehan, 1989: 61-62):

The approval motive (or the social desirability factor) is a danger for any sort of questionnaire or self-report data. The respondent may answer an item not with his true beliefs, attitudes, etc. but rather with the answer which he thinks will reflect on him ... self flattery is an important influence, even accounting for 25% of the shared variance (Oller, 1981; en Skehan, p. 62).

People self-flatter by rating themselves higher on traits that they think are important, instead of attempting to be honest and objective (Oller & Perkins, 1978, en Skehan, p. 62).

Therefore, it would be advisable to verify the validity of the questionnaires by completing, complementing, and contrasting the information they provide us with a more direct observation of the subjects' behaviour in the L2 classroom, as well as with other more objective instruments of control.

We could also contemplate applying the questionnaires with certain modifications, according with the type of data we wish to obtain:

- Some questionnaires contain close items, but these could be made slightly more open by asking the students to explain the reasons or causes behind their opinions.
- Some questionnaires could well be applied at the outset, middle, and the end of the school year in order to contrast the results and to observe the evolution of the learners' motivational states.
- We could equally increase or decrease the number of items and variables controlled in each questionnaire according to our priorities.

8. QUESTIONNAIRES TO EXPLORE THE STUDENT'S MOTIVATION

1. CAUSAL ANTECEDENTS OF MOTIVATION

School:	Language:
Grade: N° in list: Gender: M F.....	Date:

What motivation do you feel at the outset of the school year? What are your expectations, way of thinking, opinions, and beliefs as regards the following aspects? Use:

5 = *very high* 4 = *high* 3 = *indifferent* 2 = *low*

1

- (.....) 1. The confidence that you have in your **capacity** and your natural talent for learning the FL/L2.
- (.....) 2. The degree of independence and **self-efficiency** to carry out learning tasks.
- (.....) 3. Your **expectations** with respect to the results you hope to achieve.
- (.....) 4. Your **achievement needs** (academic): desire to learn, to overcome obstacles and to obtain good grades.
- (.....) 5. Your **needs to communicate** and establish links with the FL/L2 speakers and to learn their language.
- (.....) 6. The **objectives** that you set for yourself, your degree of ambition with respect to the attainment of the goal (the L2/FL).
- (.....) 7. The idea that **controlling** your successes and your failures is something internal and depends on you and not on your teacher or on the other people who surround you.

2. DOMINANT REASONS (ORIENTATION)

Why do you feel motivated to study the L2? What are your aims in studying a foreign language? Indicate to what extent the following reasons influence your interest towards the foreign language...

5 = *very much* 4 = *considerably* 3 = *indifferent* 2 = *little* 1 = *not at all*

- (.....) 1. To **travel** to other countries and to communicate with their people.
- (.....) 2. To **communicate** with visiting foreigners.
- (.....) 3. To **become integrated** and to live in British / American society.
- (.....) 4. To find a **better job** in Spain
- (.....) 5. To gain access to a **job in Great Britain**, the U.S.A. or the European Union.
- (.....) 6. To benefit from more complete training and **education**.
- (.....) 7. To understand T.V., the cinema (in English) and other **mass media**.

- (.....) 8. **Academic aims:** in order to extend my knowledge so that when I get to University, I am able to consult bibliography and carry out further studies in the FL.
- (.....) 9. Merely to fulfil an **academic requirement** and to pass the present subject.
- (.....) 10. Interest in becoming acquainted with the foreign language and its **culture**.

If you have other reasons which have not been previously mentioned, write them here:

.....

3. INFLUENCE OF THE ENVIRONMENT ON THE STUDENT'S MOTIVATION

Indicate to what extent you are motivated by the following factors of your environment; that is, to what degree they influence your attitude, interest, and effort in the language class:

5 = *very much* 4 = *considerably* 3 = *indifferent* 2 = *little* 1 = *not at all*

- | | |
|----------------------------------|-------------------------------------|
| (.....) 1. Friends | (.....) 6. Cinema |
| (.....) 2. Parents and relatives | (.....) 7. Neighbours |
| (.....) 3. Television | (.....) 8. Native speakers you know |
| (.....) 4. School | (.....) 9. Parish |
| (.....) 5. Press | (.....) 10. Pop music |

4. DESIRE TO INTEGRATE IN THE FL COUNTRY AND ATTITUDE TOWARDS ITS SPEAKERS*

(*For French, German, Spanish, etc. it will be necessary to adapt the questionnaire and to make reference to the countries where these languages are spoken)

5 = *very much* 4 = *considerably* 3 = *indifferent* 2 = *little*
 1 = *not at all*

- (.....) 1. In the future, I would like to live and become integrated in Great Britain
- (.....) 2. In the future, I would like to live and become integrated in the USA
- (.....) 3. In the future, I would like to live and become integrated in Australia
- (.....) 4. In the future, I would like to live and become integrated in Canada

Why?

Until now, according to what I have experienced, heard, read, or seen on TV, my opinion and attitude towards the following countries and people is:

- (.....) 5. Great Britain and the British people
- (.....) 6. The United States, Americans, their language and customs
- (.....) 7. Australia y Australians
- (.....) 8. Canada and Canadians Why?

According to what I have heard, experienced, read, or seen, I consider that the knowledge I have of the following countries is

- (.....) 9. Great Britain and the British
 (.....) 10. The United States and Americans
 (.....) 11. Australia and Australians
 (.....) 12. Canada and Canadians

5. DEGREE OF MOTIVATION IN THE CLASSROOM AND PERFORMANCE

Now grade the following statements and write what interests you most and least. Use:

5 = *very high* 4 = *high* 3 = *indifferent* 2 = *low* 1 = *very low*

MOTIVATIONAL COMPONENTS:

- (.....) 1. My degree of **interest** in class usually is
 What interests me most:
 What interests me least:
 (.....) 2. My degree of **attention** in class usually is
 I pay more attention to:
 I pay less attention to:
 (.....) 3. My **effort** to learn in class usually is
 I make more of an effort on
 I make less of an effort on
 (.....) 5. My degree of dedication and **constancy** usually is
 I work with greater persistence on
 I work with less dedication on
 (.....) 6. My degree of motivation **global motivation** in class usually is
 What pleases me most
 What pleases me least

PERFORMANCE

- (.....) 7. My average grade in foreign language class has been/is:
 5 = A (9-10) 4 = B (7-8) 3 = C (5-6) 2 = D (3-4) 1 = F (1-2)

6. TYPES OF MOTIVATION

Score the following from 1 to 5 considering that:

5 = *always* 4 = *almost always* 3 = *sometimes* 2 = *hardly ever* 1 = *never*

- (.....) 1. When I obtain good results and good grades in the FL class, my motivation increases; that is to say, good or bad results have a very direct influence on my motivation (+ grade ± + motivation).
 (.....) 2. My results and my grades depend on my motivational state: if I am not motivated, I am incapable of performing well and of obtaining good results. I

believe that the higher my motivation, the better my results; that is, my motivation is the **cause** of my performance (+ motivation \pm + grade).

- (.....) 3. My motivation increases or decreases in class as a result of: the prizes, praise, or punishment I receive; grades, the teacher's performance; and of other **external factors**; that is to say, I am not motivated, but, rather, I need to be motivated.
- (.....) 4. My motivation does not increase or decrease in class as a result of prizes, praise, or punishment I receive; grades, or the teacher's performance, but is something **internal** and personal inside me; that is, I am motivated regardless of the influence of others.

7. SOURCES OF MOTIVATION

I think that the following factors influence my degree of motivation, attitude, interest, and effort in the language class:

5 = very much 4 = considerably 3 = indifferent 2 = little 1 = not at all

- (.....) 1. The **importance of languages** and their instrumental value in present-day society to communicate with other people, to find a job, to travel abroad, to complete one's education, etc.
- (.....) 2. **Environmental** factors: the influence of my parents and family, of pop music, of the cinema, of native speakers I know, etc.
- (.....) 3. The desire to live in the foreign country and to become integrated as another member of the community (in GB, USA, Canada, etc.).
- (.....) 4. The specific features of the FL as a school subject, the peculiarities of the foreign language in comparison with the other subjects of the curriculum (e.g. Mathematics, Arts, Spanish Language and Literature, etc.).
- (.....) 5. The characteristics of the language class, the **teaching-learning situations**, and my personal experience in the classroom: objectives and contents that we study, successes and failures, way of working, the grades I obtain, the compliments and reproaches I receive, etc.
- (.....) 6. The **exercises** and tasks that we do in the language classroom with the teacher, the textbook, recordings, etc.
- (.....) 7. The textbook and the other curricular **materials** that we use in class: recordings, illustrations, video, computers, etc.
- (.....) 8. The qualities of my **teacher**, his/her personality and behaviour in class: his/her didactic, scientific, and personal qualities: way of treating students and teaching.
- (.....) 9. The way I am and behave in class: my personality traits.

8. MOTIVATING POTENTIAL OF THE FL AS A SUBJECT

The following subjects interest and motivate me...

5 = *very much* 4 = *considerably* 3 = *I don't care* 2 = *little* 1 = *not at all*

- | | |
|-----------------------------|-------------------------------|
| (.....) 1. Mathematics | (.....) 8. Physical Education |
| (.....) 2. Spanish Language | (.....) 9. Literature |
| (.....) 3. Foreign Language | (.....) 11. Physics |
| (.....) 4. History | (.....) 12. Geography |
| (.....) 5. Natural Sciences | (.....) 13. Computing |
| (.....) 6. Arts and Crafts | (.....) 14. Religion |
| (.....) 7. Music | (.....) 15. Chemistry |

I have scored the subject “**foreign language**” in this way due for the following reasons:

REASONS:

.....

9. MOTIVATING EFFECT OF TEACHING-LEARNING SITUATIONS

Indicate to what extent the following happens to you:

5 = *always* 4 = *frequently* 3 = *sometimes* 2 = *little* 1 = *never*

- (.....) 1. When the teacher encourages or **praises** me for my performance in class, when I obtain a prize or reward for it, my motivation increases.
- (.....) 2. When I am **scolded** or punished, my motivation decreases.
- (.....) 3. When the FL classroom **tasks** are **easy** or when the teacher adapts them to my level, such tasks motivate me; when they are difficult, they discourage and demotivate me.
- (.....) 4. I am motivated **by intellectually challenging** exercises.
- (.....) 5. When I obtain good results and grades and my expectations of **success** are fulfilled, my motivation increases; when I **fail** and my expectations are not fulfilled, it diminishes.
- (.....) 6. When I work cooperatively in pairs or **groups**, my motivation increases.
- (.....) 7. When I participate in the negotiation of **curricular decisions**, that is, when the teacher and the students together decide what to study in class and what types of exercises to do, I feel more motivated.
- (.....) 8. When I participate in the process of **self-evaluation** of my own work and when I express my opinion on the grades I deserve, I feel more motivated than if I do not participate.
- (.....) 9. When I **work individually** or autonomously, I feel more motivated than when I work in groups or pairs.

- (.....) 10. When I take part in class and when I **participate**, I feel more motivated than if I do not participate and remain silent.
- (.....) 11. When the FL/L2 teacher speaks in the **FL/L2 in class** (e.g. French, English), I feel more motivated than when (s)he speaks in Spanish.
- (.....) 12. When the class satisfies my **needs and interests**, when the teacher evinces the relevance of what we are doing in class, I feel more motivated.
- (.....) 13. My performance before an **audience**- be it my peers or the teacher – serves as stimulus and increases my motivation.
- (.....) 14. I like to **compete** and surpass others and when I carry out competitive activities, I increase my degree of motivation.
- (.....) 15. My motivation increases when I am provided with **information** about the **objectives** and **contents** of each task.
- (.....) 16. When I am not asked in class and I **do not participate**, but listen passively to what the teacher and my classmates say and do, I feel more at ease, relaxed, and motivated.
- (.....) 17. When things are not done for me, but, on the contrary, I am in a situation where I can **discover** and draw my own conclusions, I feel more motivated.
- (.....) 18. When the teacher uses **audiovisual and technological aids** (illustrations, photographs, recordings, computers, Internet, etc.), I am more motivated than when (s)he only uses the textbook.

10. FREQUENCY OF EXTERNAL MOTIVATIONAL FACTORS IN THE CLASSROOM

Indicate the frequency with which the following occur. Use:

5 = always 4 = frequently 3 = sometimes 2 = little 1 = never

- (.....) 1. I'm encouraged and **praised** for my performance in class and I'm given prizes.
- (.....) 2. I'm scolded, **reproved**, and punished.
- (.....) 3. The tasks of the language class are **easy and well-adapted by the teacher** to my needs.
- (.....) 4. The teacher set tasks which are **intellectually challenging** for me.
- (.....) 5. I obtain **good results** and grades, and my expectations of success are fulfilled.
- (.....) 6. I do pair and **group work** activities.
- (.....) 7. I participate in the **negotiation of curricular decisions**, that is, the teacher allows us to choose what we study in class and the type of exercises we want to do.
- (.....) 8. I take part in the **self-evaluation** of my own work and I express my opinion on the grades I deserve.
- (.....) 9. **I work individually.**
- (.....) 10. I take part in class and **participate**.
- (.....) 11. The teacher **speaks English/French in class**.
- (.....) 12. The class satisfies my **needs and interests**; the teacher evinces the relevance of what we do in class.
- (.....) 13. I perform before an **audience** – be it my classmates or the teacher.

- (.....) 14. I do exercises which involve **competing** and surpassing others.
- (.....) 15. I am provided with detailed information about the **objectives and contents** of each task.
- (.....) 16. I do not participate in class, but listen passively to what the teacher and my classmates do and say.
- (.....) 17. Nothing is done for me, but, rather, I am placed in a situation which allows me to **discover** and draw my own conclusions.
- (.....) 18. The teacher uses **audiovisual** and technological **aids** (illustrations, photos, recordings, etc.).

11. MOTIVATING EFFECT OF CLASSROOM TASKS

The following activities interest and motivate me when learning English in the following degree:

5 = *very much* 4 = *considerably* 3 = *I don't care* 2 = *little*
1 = *not at all*

- (.....) 1. **Pair-work** exercises.
- (.....) 2. **Group work** activities; working in teams.
- (.....) 3. Activities which involve data-gathering and interviewing foreigners **in the street**.
- (.....) 4. Consulting brochure, cutting out pictures, using newspapers and books to make wallcharts, murals and other assignments (**projects and autonomous work**)
- (.....) 5. Watching adapted **video** records and films.
- (.....) 6. Listening to **tape recordings**: textbook dialogues or other texts.
- (.....) 7. Listening to and singing **songs** in the FL.
- (.....) 8. Playing **games** in class.
- (.....) 9. Exercises with **visual aids**: posters, murals, pictures, photographs, and clippings.
- (.....) 10. **Oral** exercises which involve interaction between teacher and students.
- (.....) 11. Use of **internet** (chats, e-mail, web pages, etc.) as a learning resource.
- (.....) 12. **Dramatising** dialogues and situations.
- (.....) 13. **Oral comprehension** exercises: listening to recordings with the help of drawings but without reading texts.
- (.....) 14. Reflecting on your own learning process: your **learning strategies**, cognitive styles, etc.
- (.....) 15. **Reading** dialogues and reading passages in the English book.
- (.....) 16. **Written** activities in the *workbook* or notebook.
- (.....) 17. **Pronunciation** exercises.
- (.....) 18. **Vocabulary** activities (new and already studied words).
- (.....) 19. **Grammatical** exercises.
- (.....) 20. Commentaries, questions, and reflections on the life and customs of the FL speakers: **culture**.

12. MOTIVATING POTENTIAL OF THE FL TEXTBOOK AND OF OTHER CURRICULAR MATERIALS

(Open questionnaire)

1. The textbook (students' book and workbook) that we use in class interests and motivates me for language learning (underline)

*5 = very much 4 = considerably 3 = I don't care 2 = little
1 = not at all*

2. I have chosen the previous option for the following reasons:

.....

3. The activities that I like **most** are the following ones:

.....

4. Why?

.....

5. The activities that I like **least** are the following ones:

.....

6. Why?

.....

In addition to the textbook, what other curricular **materials** do you like most? Use:

5 = very much 4 = considerably 3 = I don't care 2 = little 1 = not at all

7. videos (.....) 8. recordings (.....) 9. computer (.....) 10. photographs, illustrations (.....)

11. Why do you like this material the most? Give your opinion on the materials that you have scored from 3 to 5:

.....

12. Why do you like this material the least? Give your opinion on the materials that you have scored with 1 and 2:

.....

13. MOTIVATING ASPECTS AND QUALITIES OF THE LANGUAGE TEACHER

(Closed questionnaire)

I consider that the following qualities of the language teacher are motivating (underline):

*5 = very much 4 = considerably 3 = I don't care 2 = little
1 = not at all*

A) GENERAL ASPECTS:

- (.....) 1. Physical qualities: (s)he is tall or short, fat or thin, good-looking or ugly, etc.
(.....) 2. Good level of the foreign language, good speaking and writing, etc.

- (.....) 3. Teaching well (didactic qualities)
- (.....) 4. Knowing how to treat the students and behaving in class in a way that pleases most of the students (personal qualities).

B) SPECIFIC QUALITIES

Physical qualities

- (.....) 1. Being good-looking
- (.....) 2. Being elegant, having a cared-for external appearance.

Scientific and didactic aspects

- (.....) 3. Knowing a lot
- (.....) 4. Having a good pronunciation
- (.....) 5. Speaking with ease and fluency
- (.....) 6. Preparing classes
- (.....) 7. Informing on objectives and contents of each unit
- (.....) 8. Trying to interest and motivate students
- (.....) 9. Explaining clearly
- (.....) 10. Following a suitable rate for the different levels of the pupils and asking of each student only what (s)he is capable of
- (.....) 11. Organising games in class
- (.....) 12. Being fair and impartial with grades and punishments
- (.....) 13. Being active and favouring the students' participation
- (.....) 14. Assigning tasks and homework
- (.....) 15. Controlling the class and maintaining discipline at all times
- (.....) 16. Organising pair and group work
- (.....) 17. Creating a relaxed classroom climate
- (.....) 18. Organising abundant oral activities
- (.....) 19. Organising abundant written activities
- (.....) 20. Knowing and calling each student by his/her name
- (.....) 21. Setting exams frequently

Personality traits

- (.....) 22. Comprehensive, tolerant, flexible, adaptable
- (.....) 23. Tough, demanding
- (.....) 24. Hard-working, constant
- (.....) 25. Authoritarian
- (.....) 26. Democratic: collects ideas and decides according to the majority
- (.....) 27. Impartial, fair, even-tempered
- (.....) 28. Available, helpful
- (.....) 29. Pleasant, considerate
- (.....) 30. Active, stimulating, inciting
- (.....) 31. Original, creative
- (.....) 32. Conscientious, scrupulous
- (.....) 33. Calm, serene, stable, gentle
- (.....) 34. Sure of himself/herself, confident, firm

- (.....) 35. Orderly, responsible, careful, meticulous, systematic
 (.....) 36. Cheerful, optimistic, funny, likeable

14. FINAL MOTIVATION

After having studied the FL/L2 up until now, considering your personal experiences both in class and outside in relation to the learning situations and the use of the FL, how do you feel? To what extent have you experienced the following emotional aspects?

5 = *very high* 4 = *high* 3 = *indifferent* 2 = *low* 1 = *very low*

EMOTIONAL REACTIONS:

- (.....) 1. Satisfaction
 (.....) 2. Dissatisfaction
 (.....) 3. Frustration
 (.....) 4. Relaxation
 (.....) 5. Anxiety, nervousness
 (.....) 6. Confidence in yourself
 (.....) 7. Competitiveness
 (.....) 8. Self-esteem
 (.....) 9. Indignation
 (.....) 10. Surprise
 (.....) 11. Increase of competition
 (.....) 12. Responsibility
 (.....) 13. Personal self-realisation
 (.....) 14. Greater self-control
 (.....) 15. Interest
 (.....) 16. Desire to pay attention in class
 (.....) 17. Desire to make an effort
 (.....) 16. Desire to study the L2
 (.....) 17. Desire to communicate in the L2 outside the classroom

FAVOURABLE ATTITUDES towards ...

- (.....) 17. the L2
 (.....) 18. The British people
 (.....) 19. Americans
 (.....) 20. English-speaking countries
 (.....) 21. The sources of English information
 (.....) 22. Communicative situations in the L2

9. MOTIVATIONAL PROFILE OF STUDENTS IN SECONDARY EDUCATION

We have been working for several years in order to discern the most relevant sources of motivation for the students in the English classroom. (Madrid and Alcalde, 1989, Madrid, Ortega et al. 1993, Madrid et al. 1994, Madrid 1996, Manzaneda and Madrid, 1997). In order to study the students' motivation, we have applied the initial version of the questionnaires which have been presented in this chapter. We can now anticipate some of the results, which might be useful if contrasted with similar studies carried out with the same questionnaires in other educational centres. Although the study reflects the situation of Spanish schools, we believe its results are generalisable and applicable to other countries where English is also studied as a FL in formal classroom contexts.

Sample:

600 students in 22 Secondary Education Schools

Results:

A) *Degree of motivation (questionnaire 5):*

- The global motivation of the students in the English class – understood as the integration of a) degree of interest, b) attention in class, c) effort to learn, d) constancy, e) satisfaction in class – is high, as it obtained an average score of 4.1 on a scale of 1 to 5. The female students exhibit a higher degree of motivation than their male counterparts and surpass them by half a point: while the girls' average score was 4.3, the boys' remained at a 3.8. Furthermore, in practically all the centres of the sample, the scores assigned by the girls to all the items in the battery of questionnaires were somewhat higher and, in some cases, much higher than those assigned by the boys. The greater motivational level of female pupils in comparison with that of the male ones in the L2 classroom has been evinced by previous studies (e.g. Burstall, 1975).

B) *Types of motivation (questionnaire 6):*

- Although causative motivation (Ellis, 1994: 508-517) exerts the greatest influence on the students, the other three types studied (resultative, intrinsic, and extrinsic motivation) also have a similar impact, as we can observe by comparing the scores obtained by each type (on a scale, in all cases, ranging from 1 to 5):
 - The motivational state as cause of the results (3.8)
 - Inverse process: results determining the degree of motivation (3.5)
 - Intrinsic motivation (3.5)
 - Extrinsic motivation (3.2)

C) *Main sources of motivation in order of importance (questionnaire 7):*

1. Instrumental value of English in present-day society (instrumental motivation or orientation) (4.5)
2. Personal and didactic qualities of the English teacher (4.18)
3. Types of tasks done in class and teaching methodology (4.1)
4. Specific features of the subject in comparison with the remaining curricular subjects (3.7)
5. Environmental factors: family, school, etc. (3.6)
6. Desire to live and become integrated in English-speaking countries (integrative motivation) (3.4)

We can observe that integrative motivation is the lowest amongst Spanish students, in contrast with Gardner's results (1985) in the Canadian bilingual context, where the need to become integrated in the other community, be it the Francophone or Anglophone one, is much stronger.

D) Students' attitudes towards English speakers (questionnaire 4):

In consonance with the previous data, this questionnaire equally reflects that our students do not feel the need nor have the intention of living or becoming integrated in Anglophone countries. The scores which refer to such an integration are low, although the attitude adopted by the pupils as regards English speakers is quite positive and hence higher, as the following scores attest:

	Attitude towards English Speakers	Desire to become integrated in Anglophone communities
Great Britain	3.66	2.58
U.S.A.	3.8	2.96
Australia	3.55	2.45
Canada	3.58	2.45

E) Most motivating activities and tasks (questionnaire 11):

On the whole, the 20 activities included in the questionnaire have been awarded considerably high scores, although the most widely accepted are the following:

1. Playing games in class (4.55)
2. Vocabulary activities (4.5)
3. Video as a resource for teaching and learning (4.4)
4. Dialogues and reading passages in the textbook (4.3)
5. Pronunciation exercises (4.3)
6. Conversational activities (4.3)
7. Group work (4.35)
8. Dramatising dialogues (4.3)
9. Singing songs (4.25)
- 10.

A group of 14 English Teachers were asked for the motivating effect of the tasks referred in questionnaire 11 and the average score obtained was the following:

	N	Aver.	S. Dev.
pair work	14	3,1	,77
group work	13	3,3	1,18
data gathering / street	14	3,5	1,01
projects	13	3,3	,76
video	14	4,5	,51
tape recording	13	2,6	,76
songs	14	4,8	,36
games	14	4,5	,51
visual aids	13	3,6	,85
oral interaction	14	2,7	,99
internet	10	4,6	,96
drama	14	3,4	,93
listening	14	2,7	,69
strategies	14	2,0	,74
reading	14	2,4	,79
writing	14	2,3	1,00
pronunciation	14	2,5	1,01
vocabulary	14	2,6	,84
grammar	14	1,8	,73
culture	14	3,9	,57

F) Motivating potential and acceptance of textbooks (questionnaire 12):

(The average score was 3.75 on a scale of 1 to 5)

The most motivating and likeable activities were:

- Dialogues and texts (they are enjoyable)
- Filling in blank spaces (they are easy)

The least motivating and likeable activities included:

- Grammatical exercises (they are boring)
- Written exercises (they are tedious)
-

G) The teacher as a source of motivation (questionnaire 13) (cf. Madrid, Robinson et al. 1993, McLaren and Madrid, 1996: 146):

Order of priorities:

- 1st Didactic qualities
- 2nd Personal qualities
- 3rd Scientific-academic preparation
- 4th Physical qualities

The teacher's motivating aspects:

- Clear explanation
- Kindness, pleasantness, and likeability
- Knowledge of English and its frequent use in class
- Good pronunciation

Teacher's demotivating aspects:

- Strictness and severity
- Unpleasantness and frequent scolding
- Homework assignments
- Exam setting

H) Influence of environmental factors (questionnaire 3) (cf. McLaren and Madrid, 1996: 146):

1. The influence of school and teachers (4.3)
2. Parental influence (4.1)
3. Pop music (3.55)
4. Friends (3.4)
5. Natives they know (3.36)
6. Cinema and films (3.1)
7. The influence of television (2.96)
8. The press (2.9)
9. The parish (2.7)
- 10 Neighbours (2.6)

I) Types of motivation, dominant motives, orientation (questionnaire 2):

Students feel motivated to study English for the following reasons:

1. To benefit from a more complete formation and education (4.45)
2. To find a better job in Spain (4.4)
3. Eagerness to become acquainted with the FL and its culture (4.35)
4. To extend their knowledge when they get to University and be able to consult bibliography (4.2)
5. To understand TV and the cinema in English (4.1)
6. To travel to other countries and communicate with their people (3.85)
7. To communicate with visiting foreigners (3.83)
8. To have recourse to a job in Great Britain or the U.S.A. (3.4)
9. To fulfil an academic requirement and to pass the subject (3.38)
10. To become integrated and live in British or American society (3.1)

We ascertain that for students living in FL contexts, integrative orientation figures last, something we already had the chance to verify in questionnaires 7 and 4. In all three cases, the items focus on the same variable and the scores obtained are quite low, something which reinforces the reliability of the data provided by the students, gives them consistency, and minimises to a certain extent Oller's (1981) reluctance about the questionnaires' validity and reliability due to the effect of what he terms the subjects' "desire of social approval".

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